

Note: Refer to #6 on the *Legend of Recommendations* for an explanation of the strikeout/underline Xs.

**TRAINING AND TESTING  
SPECIFICATIONS FOR LEARNING DOMAIN #37  
PEOPLE WITH DISABILITIES**

~~January 1, 2006~~ July 1, 2008

RBC	Other Basic Courses					Requal
	832	III	II	I	SIBC	
X			✕	<u>X</u>	X	X
X			✕	<u>X</u>	X	X
X			✕	<u>X</u>	X	X
X			✕	<u>X</u>	X	X
X			✕	<u>X</u>	X	X
X			✕	<u>X</u>	X	X
X			✕	<u>X</u>	X	X
X			✕	<u>X</u>	X	X
X			✕	<u>X</u>	X	X
X			✕	<u>X</u>	X	X

I. LEARNING NEED

Peace officers must understand that there are laws protecting the rights of people with disabilities.

LEARNING OBJECTIVES

- A. State the intent of the Americans with Disabilities Act of 1990
- B. Recognize the role of peace officers when interacting with a person with a disability
- C. Explain state and local resources available to people with disabilities

II. LEARNING NEED

In order to make appropriate decisions regarding intervention strategies, peace officers must be able to recognize, based on behavioral cues and other indicators, people with developmental disabilities.

- A. State the intent of the Lanterman-Petris Short Developmental Disabilities Service Act (*Welfare and Institutions Code Sections 4500 et.seq.*) (1)
- B. Define the term developmental disability
- C. Recognize general behavioral indicators associated with all developmental disabilities
- D. Recognize behavioral indicators specifically associated with the following developmental disabilities:
  - 1. Mental retardation
  - 2. Cerebral Palsy
  - 3. Autism
  - 4. Epilepsy
- E. Recognize appropriate peace officer actions during field contacts with people with the following

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	832	III	II	I	SIBC	
X			✕	<u>X</u>	X	X
X			✕	<u>X</u>	X	X
X			✕	<u>X</u>	X	X
X			✕	<u>X</u>	X	X
X			✕	<u>X</u>	X	
X			✕	<u>X</u>	X	
X			✕	<u>X</u>	X	
X			✕	<u>X</u>	X	
X			✕	<u>X</u>	X	
X			✕	<u>X</u>	X	
X			✕	<u>X</u>	X	
X			✕	<u>X</u>	X	
X			✕	<u>X</u>	X	
X			✕	<u>X</u>	X	
X			✕	<u>X</u>	X	

developmental disabilities:

1. Mental retardation
2. Cerebral Palsy
3. Autism
4. Epilepsy

### III. LEARNING NEED

In order to make appropriate decisions and serve those with physical disabilities, peace officers must be able to recognize indicators of people affected by physical disabilities.

#### LEARNING OBJECTIVES

A. Discuss the types of neurologically based disorders, including:

1. Acquired
2. Traumatic

B. List the types of mobility assistance equipment and devices

C. Recognize behavioral or other indicators that may lead an officer to identify a person as being:

1. Blind or visually impaired
2. Deaf or hearing impaired

D. Recognize appropriate peace officer actions during field contacts with people who are:

1. Blind or visually impaired
2. Deaf or hearing impaired

E. Identify methods an officer can use to communicate with a person who is deaf or hearing impaired

F. Discuss additional laws that protect the rights of people with physical disabilities, including:

1. Rehabilitation Act of 1973, Section 504
2. Right of way (Vehicle Code Section 21963)

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X			<del>X</del>	<u>X</u>	X	
X			<del>X</del>	<u>X</u>	X	
X			<del>X</del>	X	X	X
X			<del>X</del>	X	X	X
X			<del>X</del>	X	X	X
X			<del>X</del>	X	X	X
X			<del>X</del>	X	X	X
X			<del>X</del>	X	X	X
X			<del>X</del>	X	X	X
X			<del>X</del>	X	X	X
X			<del>X</del>	X	X	X
X			<del>X</del>	X	X	X

3. White Cane Law (Civil Code Section 54.4)
4. Service Animals (Penal Code Section 365.5 et. seq.)

#### IV. LEARNING NEED

Peace Officers must become familiar with the causes and nature of mental illness in order to determine if an individual is gravely disabled or dangerous.

#### LEARNING OBJECTIVES

- A. Define the term mental illness
- B. List the categories of mental illness:
  1. Thought disorders
  2. Mood disorders including depression (i.e., postpartum psychosis)
- C. Recognize behavioral indicators that may be generally associated with people affected by mental illness
- D. Recognize indicators officers may use to help determine if a person affected by a mental illness is a danger to self or others
- E. Recognize appropriate tactical actions when responding to a call involving a person with a mental illness
- F. Explain the intent of the Lanterman-Petris-Short Act (*Welfare and Institutions Code section 5150*)
- G. Recognize behavioral indicators that may lead an officer to believe a person may be a danger:
  1. to others
  2. to self
- H. Differentiate between courses of action for peace officers when dealing with a person who appears to be affected by a mental illness and is:

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	832	III	II	I	SIBC	
X X			✕ ✕	X X	X X	X X
X			✕	X	X	X
X			✕	<u>X</u>	X	
X				X	X	✕
						X

V.

#### REQUIRED TESTS

1. Dangerous or gravely disabled, or
  2. Not dangerous or gravely disabled
- I. Recognize peace officer actions when a person affected by mental illness does not meet detention under the *Welfare and Institutions Code section 5150*
- A. The POST-Constructed Knowledge Test on the learning objectives in Domain #37
  - B. The POST-Constructed Comprehensive Mid-Course Proficiency Test. (10)
  - ~~B C~~ (1). The POST-Constructed Comprehensive End-of-Course Proficiency Test ~~will include learning objectives in Domain #37. (1)~~
  - D. The POST-Constructed Comprehensive Module III End-of-Course Proficiency Test. (8) (10)
  - E. The POST-Constructed Comprehensive Module II End-of-Course Proficiency Test. (8) (10)
  - F. The POST-Constructed PC 832 Arrest Written Test. (10)
  - ~~E G~~ (1) The POST-Constructed Comprehensive Test for the Requalification Course ~~will include learning objectives in Domain #37. (10)~~

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X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X				X		
X			✕	<u>X</u>		
X			✕	<u>X</u>		
X			✕	<u>X</u>		
X			✕	<u>X</u>		
X			✕	<u>X</u>		

⊖ H (1) A scenario test that requires the student to demonstrate proficiency in contacting people with simulated disabilities. At a minimum, the test shall evaluate the following competencies:

1. Use of force - The ability to distinguish and apply reasonable force options in given circumstances.
2. Problem solving/ Decision-Making - Analyzing situations and implementing plans to solve problems in a timely manner. Using verbal or physical skills to determine the appropriate resolution to a situation.
3. Legal authority/ Individual Rights- The identification of laws and constitutional rights governing consensual encounters, detentions, and arrests.
4. Officer safety - Tactical and situational awareness and response to surroundings.
5. Communication - The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.
6. Stress Tolerance and Emotional Regulation - Maintaining self-control and making timely, rational decisions in stressful situations.

## VI. REQUIRED LEARNING ACTIVITIES

A. The student will participate in a facilitated critique following a series of simulated incidents regarding effective law enforcement intervention techniques with people exhibiting behavior which may be indicative of a disability. At a minimum, the depictions must involve people exhibiting behaviors characteristic of :

1. Mental Illness
2. Physical disability
3. Developmental disability

The critique shall minimally address the following issues as they pertain to the contact:

1. The types of behaviors exhibited by the person contacted

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X			✕	<u>X</u>		
X			✕	<u>X</u>		
X			✕	<u>X</u>		
X			✕	<u>X</u>		
X			✕	<u>X</u>	X	
X			✕	<u>X</u>	X	
X			✕	<u>X</u>	X	
X			✕	<u>X</u>	X	
6			6	<u>46</u>	6	2

2. Possible causes of the behaviors
3. Tactical safety measures employed by the responding officer(s), if applicable
4. Appropriateness of the resolution, referral, or follow-up strategy, if applicable
5. Overall effectiveness of the contact

B. The student will participate in one or more learning activities from the POST-developed *Instructor's Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding people with disabilities. At a minimum, each activity, or combination of activities must address the following topics:

1. Responsibility of a peace officer to exercise ethical leadership during contacts with people with disabilities
2. Use of effective communication skills (e.g. empathy, respect and honesty) and problem solving to enhance an officer's efforts to appropriately resolve issues of equal treatment and access to services
3. Impact of an officer's attitude and actions toward people with disabilities on the community, agency and the officer

VII. HOURLY REQUIREMENTS

Students shall be provided with a minimum number of instructional hours on persons with disabilities.

VIII. ORIGINATION DATE

January 1, 2001

IX. REVISION DATE

January 1, 2002  
January 1, 2004  
August 15, 2004

September 15, 2004  
January 1, 2006  
July 1, 2008